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NDE 04-059
Due: **June 15, 2016**

ESEA Section 1003(g) School Improvement Grants (SIG) LEA (District) Application

District Name: **Schuyler Community Schools**
County-District Number: 19-0123

Introduction

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

Tier I Schools means the five (5) or 5% (whichever is greatest) of all lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

- For every year after the initial year, previously identified Tier III schools that have a Section 1003(g) School Improvement Grant will be included and Tier I schools with school improvement waivers that are implementing the Turnaround model will be excluded.

Tier II Schools shall mean the five (5) or 5% (whichever is greatest) lowest ranked secondary schools where the "all students" group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above schools.

- For every year after the initial year, previously identified Tier II schools that have a Section 1003(g) School Improvement Grant will be excluded and Tier III schools that fall within the bottom five (5) or 5% (whichever is greater of the pool of schools for Tier II will be included.

Tier III Schools means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

A District that applies for a School Improvement Grant must serve each of its Tier I schools using one of the seven school intervention models unless the District demonstrates that it lacks sufficient capacity to do so. There will be six school intervention models available to Districts in the 2016-2017 application year as Nebraska does not currently have an approved State-determined model. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). If a district has Tier I and Tier III schools, it may not elect to serve only Tier III schools. Districts may submit applications that contain Tier III schools but all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has applied for a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that fully implement a SIG model to "start over" in the school improvement timeline beginning in the 2016-2017 school year. Nebraska has also applied for a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold and is fully implementing one of the six intervention models.

Nebraska has applied for a waiver of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2015 school improvement funds for the DEA and all of its LEAs to September 30, 2021.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models and should be studied prior to completing this application. The guidance is on NDE's Title IA School Improvement page at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

All district applications that are approved will be posted at the above url within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at: <http://www2.ed.gov/programs/sif/index.html>.

Use of Funds

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these six school intervention models: turnaround model, restart model, school closure, transformation model, evidence-based-whole-school reform strategy, or early learning model. Section 2 of this application contains the description of the six intervention models taken from the U. S. Department of Education guidance. This description identifies all the requirements to be implemented and some permissible activities for each of the six models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities included in its SIG application. Tier III schools that are eligible for, but do not

receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.)

Districts must demonstrate capacity to implement the selected intervention model. A District may apply for up to five years of SIG funding, of which the LEA may use one year of funding for planning and other pre-implementation activities; at least three of the five years must be used for full implementation of the chosen model and up to two additional years of the five may be used for activities related to sustaining reforms. An LEA may not receive more than five years of continuous funding with respect to an individual school. Thus, if an LEA receives a year of funding for planning and other pre-implementation activities, it may receive only one year for activities related to sustaining reforms following full intervention implementation. An LEA may request and receive fewer than five years of funding; however, an LEA receiving an award must use at least three years for full implementation of the selected intervention. In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The IPM will have, at a minimum, a current Nebraska teaching certificate. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Available Funds

For the possible five year grants that begin in 2016-17, approximately \$2,400,000 are available from ESEA for these Section 1003(g) funds. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. ESEA funds available now must follow the requirements of this application which includes a waiver for use over five years –2016-17, 2017-18, 2018-19, 2019-20 and 2020-21.

A district may apply for the amount of funds needed to fully and effectively implement one of the six intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for five years per school. There is a minimum of \$50,000 per year per school. This minimum amount is not required if a district can demonstrate that it can fully implement one of the intervention models with less funds. Applications must contain a budget for each of the up to five years of the grant, identifying the costs of implementing an intervention model in each school. When budgeting for the three to five-year period, NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds available. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a

district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

Continued Funding

While the application will be approved for up to five years, it must be reviewed and approved for continued funding each year. There are five considerations for approval for continued funding that will be applied on a school level basis: (1) the school is making progress toward meeting the annual goals for student achievement, (2) the school is making progress on the leading indicators (3) the school is implementing interventions in the school with fidelity to applicable requirements and to the LEA's application. (4) the school is on target, or close to, meeting the timelines identified in the action plans, and (5) the school is spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. When budgeting for the three to five-year period, NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end. Budget forms are found in a separate EXCEL file at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Supplement, Not Supplant

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see pages 22-23 of March, 2015 USDE *Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965*) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

Increased Learning Time

The definition of "increased learning time" requires additional time for instruction in core academic subjects, additional time for instruction in other subjects and for provision of enrichment activities that contribute to a well-rounded education, *and* additional time for teachers to collaborate, plan, and engage in professional development. Accordingly, to fully implement either the turnaround or transformation model, an LEA must use a longer school day, week, or year to provide additional time for all three types of activities as part of the LEA's comprehensive needs-based plan for turning around the entire school. Although all three components must be included, the Department expects that, in determining precisely how to use increased learning time, an LEA will focus on, and give priority to, providing additional time for instruction in core academic subjects for all students and for teachers to collaborate, plan, and engage in professional development, since these components of increased learning time are most likely to contribute to the overall SIG goal of improving the performance of the entire school.

Application Writing Assistance

NDE will provide meetings and/or conference calls to support the districts intending to apply. Districts are encouraged to review the "Reviewers Rating and Checklist" designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

Application Approval Process

Nebraska will convene a panel of NDE staff with experience and expertise in Title I and school improvement activities to review all applications. The scoring checklist is included as Appendix B to the District application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes an application for more than one school and may include schools from any Tier. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a "total score". For applications containing multiple schools, the district's score will be added to the score of each school for a "total score" for each school. The schools will be rank-ordered by the total scores. The highest ranking schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution of grants relative to size of school or geographic location.

Schools that are finalists must participate in a team interview conference call with NDE staff. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

Applications Timelines

Applications are due by midnight (Central Daylight Time) on **June 15, 2016** and should be submitted electronically to: randy.mcintyre@nebraska.gov. In addition, the District must submit a cover page signed by the District's authorized representative and the president of the school board. This document can either be scanned and submitted via email to the above email address or a hard copy can be mailed to:

Randy McIntyre, School Improvement Coordinator
Nebraska Department of Education
301 Centennial Mall South
PO BOX 94987
Lincoln, NE 68509

Application Contents

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Application Cover Page
- Section 1 – District Information
- Section 2 – School Level Information

Appendices are Included as Separate Documents

- Appendix A – PLAS Identification Process with Diagrams
- Appendix B –Reviewers Rating and Checklist
- Appendix C –Budget Forms. The link to all Budget Forms is found at:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

NOTE: When budgeting for the three-year period, NDE would expect to see the budgets decrease each year. Keep this in mind when planning for sustainability after the grant period comes to an end.

A completed application includes the following and should be submitted electronically to randy.mcintyre@nebraska.gov:

- Application Cover Page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Level Information (Completed Section 2 for each school included in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER PAGE

District Name: Schuyler Community Schools County/District Number: 19-0123	District Mailing Address: 410 Adam Street Schuyler, NE 68661-2400
District Contact for the School Improvement Grant Name: Dr. Dan Hoelsing Position and Office: Superintendent Contact's Email Address: dan.hoesing@schuylercommunityschools.org Contact's Mailing Address (If different from District Mailing Address listed above): Telephone: 402-352-3527 Fax: 402-352.5552	
President of the School Board (Printed Name): Richard Brabec	Telephone: 402-352-2910
Signature of the President of the School Board X _____	Date: 06/13/2016
Authorized Representative of the District (Printed Name): Dr. Dan Hoelsing	Telephone: 402-352-3527 Email: dan.hoesing@schuylercommunityschools.org
Signature of the Authorized Representative: X _____	Date: 06/13/2016
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

- A.1 Complete the information in the table for each school in the district included in this application. Identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	NCES ID#	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)					
					Turnaround	Restart	Closure	Transformation	Whole School Reform	Early Learning
Schuyler Central High School	19-0123-001		x					x		

- A.2 If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here.

Schuyler Middle School

Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Improvement Plans included in the NCLB Consolidated application, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of six intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2, Descriptive Information School Level, Action Plans, and Budget forms have been designed to ensure that all the

requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

- B.1 Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. The District must demonstrate that it has analyzed the needs of each school, such as instructional programs, school leadership and infrastructure, and selected interventions for each school aligned to the needs of each identified school. A district may request funds for LEA-level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a LEA-level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

Schuyler is located approximately seventy miles west of Omaha and seventy miles north of Lincoln. The city of Schuyler has seen significant change over the past two decades. Census data of the community reflects similar patterns in the district's student population. In 1990, the population of Schuyler was 4,052 with a very small minority population of approximately 2%. During the decade that followed, the city saw a 1,377% increase in minority population with 39% of the population identified as Hispanic.¹ Data from the 2010 census increased that percentage to 41% of the city's 6,211 residents indicating they were of Hispanic origin.

Year	Population	Hispanic	Non-Hispanic
1990	4052	2%	98%
2000	5371	38%	62%
2010	6211	58%	42%

School data for time period of 2010 – 2014 indicate a continued trend of large minority populations.

Year	Total Enrollment	Hispanic	Non-Hispanic
2010-2011	1,777	75%	25%
2011-2012	1,779	76%	24%
2012-2013	1,841	79%	21%
2013-2014	1,948	81%	19%
2014-2015	1,961	82%	18%

Schuyler is one of the very few communities in Nebraska to have experienced such a significant change in population dynamics. In rural communities like Schuyler, population increases are not the norm. With that said, however, the population growth in Schuyler has created additional challenges not being experienced by other districts. Data taken from the Nebraska Department of Education's website indicates in addition to an increase in enrollment, there has also been a significant increase in student need. Poverty levels have increased and the district reports an English Language Learner percentage nearly five times that of the state average.²

¹ Schuyler Plan: <http://schuylernebraska.net/schuylerPlan.pdf>

² NDE State of the Schools Report:

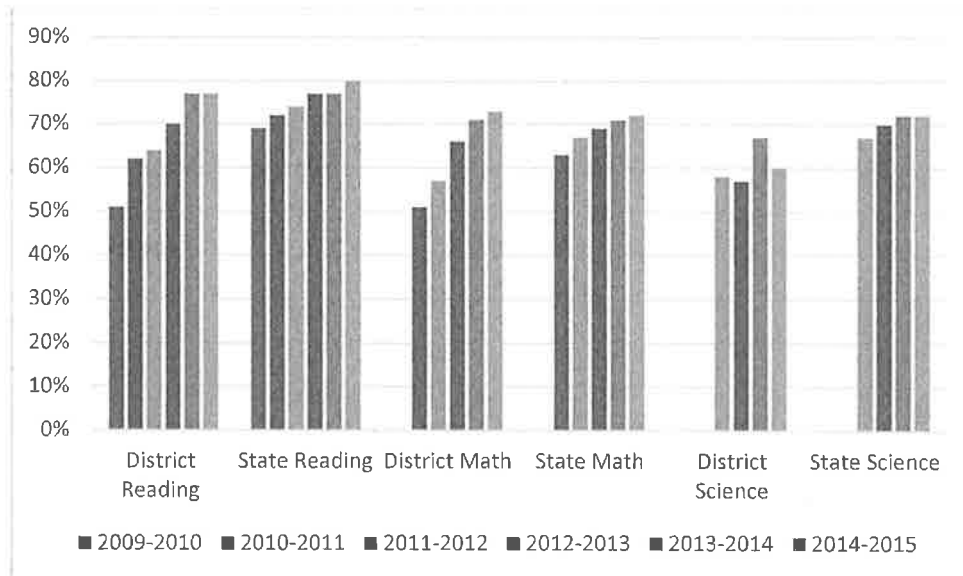
<http://reportcard.education.ne.gov/Default.aspx?AgencyID=19-0123-000>

District Free and Reduced Lunch Rate Percentages		
Years	State	District
1999-2000	29.83%	21.72%
2014-2015	44.17%	76.59%

English Language Learner Percentages		
Year	State Average	District Average
2008-2009	6.31%	26.61%
2009-2010	6.56%	29.7%
2010-2011	6.72%	28.4%
2011-2012	6.47%	30.79%
2012-2013	5.96%	31.28%
2013-2014	6.04%	30.13%
2014-2015	6.2%	31.33%

The district as a whole, has been working with community leaders, leading employers, citizens, and educators to best address all aspects related to the increased needs of their students.

Student achievement data indicates that Schuyler Community Schools are performing below the state average. The following graph shows that while there has been growth at the district level for the past several years, that growth still falls short of the state average.



Percentage Points Difference between District NeSA Scores and State Average				
Year	Reading	Math	Science	Writing
2009-2010	18%	N/A	N/A	N/A
2010-2011	10%	12%	N/A	N/A

2011-2012	10%	10%	9%	N/A
2012-2013	7%	3%	13%	7%
2013-2014	0%	0%	5%	N/A
2014-2015	3%	-1%	12%	17%

District personnel including the superintendent, principals, technology coordinator, counselors, teachers and curriculum director have all provided support in the continuous analysis of district needs. In addition to district personnel, additional stakeholder input was gained through several other processes. Parents, board members, community partners, and service providers have all been included in data collection and analysis.

The district participates in the AdvancED Accreditation process and went through an external review in September of 2012. Recommendations and comments provided through that review process have provided the basis for continuous improvement activities at the district level, including, but not limited to, curriculum review, student achievement data review, and a review of professional development needs. In addition to this work, the district is currently conducting a formal strategic planning process.

In addition to the strategic plan, the district was awarded a 21st Century Community Learning Center Grant for the elementary and middle schools and a SIG grant for the middle school in 2014. Through the strategic plan, the 21st Century Community Learning Center Grant & SIG applications, AdvancEd external review report and continuous improvement process, the district has been working relentlessly on analyzing needs of Schuyler Community Schools. Through these combined efforts, the district identified that selecting a Transformation Model of Intervention at Schuyler High School best fits the needs of the building and district.

- B.2 Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. Indicate how the District will ensure that each Tier I and Tier II school that it commits to serve receives all of the State and local funds it would receive in the absence of the School Improvement Grant funds and that those resources are aligned with the interventions.

Schuyler Community Schools has demonstrated capacity to bring this project to scale and fully implement all aspects of the Transformation Model of Intervention at Schuyler Central High School.

The Board of Education was formally notified at the May 9th board meeting about the application for a High School School Improvement Grant.

Superintendent Dr. Dan Hoelsing has a long history of reform efforts in his thirty-five years of experience. Committed to student outcomes, Dr. Hoelsing has successfully led several school districts in strategic community-school partnerships.

The administrative staffs of SCS have a total of over 259 combined years of experience in education between ten administrative positions including superintendent, principals, activities director, technology coordinator, and curriculum director.

The district employs approximately 139 certificated staff and reports a total of 136.66 FTE on the Nebraska Department of Education's State of the Schools 2014-15 report. Analysis of the district's profile on the state's website indicates a slightly higher than state average of highly qualified teachers in most content areas.

	SCS Courses	SCS NCLB Qualified	State NCLB Qualified
Content Area	#	%	%
CIVICS AND GOVERNMENT	34	100.00%	98.99%
ELEMENTARY	51	85.00%	98.60%
ENGLISH LANGUAGE ARTS	353	96.19%	97.26%
FOREIGN LANGUAGES	64	100.00%	98.71%
HISTORY AND GEOGRAPHY	132	100.00%	98.46%
MATHEMATICS	189	100.00%	97.19%
NATURAL SCIENCES	177	100.00%	98.58%
VISUAL AND PERFORMING ARTS	100	100.00%	99.34%
OVERALL COUNT/AVERAGE	1,100	98.08%	98.23%

While SCS has a higher than state average of teachers who are considered highly qualified, it has a lower than state average number of teachers who have earned a master's degree. This is attributed to several retirements in the past few years.

	Total Teacher FTE		Total Teacher Count with Masters Degrees		Percentage of Teacher Count with Master's Degrees	
Years	State	District	State	District	State	District
2008-2009	24,331.56	119.99	10,712	43	42.41%	35.54%
2009-2010	24,467.68	124.8	11,207	47	44.10%	37.30%
2010-2011	24,633.92	130	11,692	52	45.72%	40.00%
2011-2012	24,131.83	130.76	11,889	60	47.46%	45.45%
2012-2013	24,253.79	126.65	12,401	55	49.27%	42.97%
2013-2014	22,302.34	130.66	11,878	56	51.73%	42.42%
2014-2015	22,702.27	136.66	12,146	54	52.16%	39.13%

As mentioned in the previous section, the district is in the third year of a comprehensive strategic planning process. The district has expanded opportunities for working families to participate in the planning process. The capacity of the district to involve all stakeholders has included taking the process to Cargill. Cargill employees were provided the opportunity to participate in planning sessions at the work site during times that best met their needs. This practice is indicative of the efforts presently being executed to ensure all stakeholders are involved in the process.

In addition to district resources, SCS is building on already existing partnerships with organizations like the Central Nebraska Community Services and Educational Service Unit #7 in Columbus. Through these partnerships, the district is maximizing resources and support. Currently, SCS contracts with ESU #7 for several services including special education support, distance learning opportunities, and professional development. When necessary, SCS seeks out leaders in specific specialty areas to ensure that the best possible opportunities, strategies, and resources are being researched and reported back to the district. These types of opportunities include memberships in the state technology association (NETA), state school boards association, and other state, regional, and national organizations.

Through these connections, SCS knows that systematic change requires thoughtful planning and research that includes stakeholder support. The district adopted a formal and comprehensive accreditation and school improvement policy handbook at the January 14, 2013 school board

meeting. The policy outlines the district's capacity for continuous improvement based on the recommendations of the September 2012 AdvancED external review. The beginning stages of this process are proof of the commitment to continuous improvement that is necessary to accomplish a comprehensive project like this school improvement grant. The plan calls for the following:

- Development of a district steering committee
- Committee meets monthly
- Committee coordinates activities
- Posting of Improvement process to district website.
- Collection and analysis of district, school, and student data
- Development of goals

It is clear that SCS is committed to move from plans to systemic actions. According to Lee Jenkins, there are four components to systems thinking; appreciation for a system, knowledge about variation, theory of knowledge, and psychology. As educators, it is imperative that systems are developed and supported that best fit the needs of all stakeholders. It is through these systems that educators will be able to identify variations and then use knowledge and psychology to address the variations. The district has clearly begun the work of systems thinking, is in the capacity building stages, and ready to take the process to the next level. The high level of leadership from the administration and board provides that support necessary to support this process.

In addition, Schuyler Middle School has met with tremendous success in the implementation of their 2014 SIG. Due to the overwhelming improvement of student engagement and technology integration with the middle school grades, the district leadership felt that it was imperative to provide a continuation of these activities and learning opportunities during their transition to the high school. The district applied for a SIG grant last year that was a finalist, however, was not selected for funding. Students who had been successful in the first year of the middle school SIG are expressing frustration with their high school experience, especially in the area of highly engaging lessons and the integration of technology tools and resources within the classroom. Without support from this current SIG, the leadership is concerned that the promising processes and learning tools utilized on a daily basis by the next class of students will still not be as easily implemented by Schuyler Central High School teachers thus furthering frustration for these students.

- B.3 If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers' union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

THERE IS NO TIER 1 SCHOOL IN THE DISTRICT – THIS APPLICATION WILL SERVE A TIER II SCHOOL

- B.4 ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turnaround may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; the procurement method used for securing and

selecting the provider(s); and how the district will regularly review and hold accountable the selected provider. Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full or part-time in the school.

EXTERNAL ASSISTANCE

ESU 7

Because Schuyler Community Schools is committed to systemic interventions, it was determined that should the grant be awarded, Schuyler High School will follow much of the same work that has been successful at Schuyler Middle School (SMS) these past two years. Schuyler Middle School has been led through the improvement process by an outside provider, CTAC. It is felt that due to the success and implementation of the SMS process, the expense of utilizing CTAC could be spared and through facilitation assistance of ESU 7 professional development department, Schuyler High School will implement the strategies and steps necessary to turnaround Schuyler High School. In fact, the SMS leadership team chairperson has recently taken a position with ESU 7 and is highly qualified to assist Schuyler High School through this process.

By identifying the root causes of underperformance and engaging all constituencies in developing, implementing, and evaluating solutions, ESU 7 will help SHS achieve significant, sustainable improvements that have a real impact on student growth. District leadership has proven their ability with the work they have done this past year with Schuyler Middle School and believe similar success may be obtained at the High School.

ESU 7 will help Schuyler Central High School achieve dramatic results by identifying and addressing the root causes of persistent underperformance. The process:

- Focuses on causes, not symptoms, of underperformance
- Engages the entire school community, including administrators, teachers, students, and parents
- Employs data on student academic growth as well as data on organizational conditions, as viewed by all stakeholders

Implementing the Improvement Process

The process will go through a series of phases. In the initial Diagnostics phase, school leaders will gather the school, student, and teacher data that includes not only achievement data but also perceptual data from all stakeholders. This is a period of study when the school begins to understand the school context and current status of student performance. At the same time, school leaders will foster collaborative relationships with all stakeholder groups and work with the school to organize the working team at the school. As a more complete picture of the current status of the school emerges, the school-based team will develop the School Profile. This summary view of the school is used in the Analysis phase, where the goals are to identify gaps in student learning and to set priorities for next steps. School leaders and teachers examine these priorities and collaborate to develop a Plan of Action in the next phase. The school plan is adapted and strategies for promoting success are outlined. In the final phase, the new plan is Shared, Revised, and Implemented.

Through the school's data analysis, organizational assessments, and inclusive planning processes, the school leadership team is better equipped to develop strategies and priorities, and to realign management systems based on actual data on student achievement and school conditions. Teachers will be able to utilize data in a more powerful way to closely monitor the progress of their students and to effectively reach out to other teachers and professionals for best and effective practices for meeting educational challenges that they may be facing. This creates a pathway for site improvement that is comprehensive, coherent and fully focused on student achievement.

This work will be part of the weekly early dismissal professional development time.

Personalized Learning BlendEd Content Provider

As Schuyler High School has identified a need to personalize learning paths for students, it will be necessary to identify specific software systems that will integrate student assessment data, instructional resources, and student information into systems that will support individualized learning for students in a truly personalized BlendEd format.

Schuyler Community Schools is having success with the work they are currently doing with Discovery Education. It is the goal of Schuyler Central High School to build on SMS's successful relationship with Discovery Education.

Through Discovery's resources, Schuyler Central High School will utilize SIG funds to build a personalized system that will revolutionize individual learning paths for all students through improved classroom instruction, individualized and differentiated learning, the creation of problem-based learning courses, and the implantation of an achievement center.

The process being proposed is a true digital transformation that will map resources with student needs based on solid learning protocols. The first step in the process will be providing teachers with some personalized supports through professional development sessions during the first year of implementation. During the second year, DE will assist teachers in the mapping and pacing of digital resources to the school's standards-aligned curriculum. Each of the core content areas, English-Language Arts, Math, Science, and Social Studies will be mapped. Teachers and administrators will work to identify not only Discovery content, but also open digital learning resources, state and ESU provided resources, and teacher-made resources. These resources will then be mapped and tagged with appropriate standard and curriculum objectives. Teachers will also be taught how to revise the mapped curriculum as it is updated and revised to ensure sustainability beyond the grant.

The process of digital transformation relies on the commitment and support of the educators involved in the process. Too many times, districts have invested in technology tools but done little in investing in the processes and support necessary to fully support a true transformation. This is why beginning in the first year and then continued during the implementation years, this project will focus on not only the tools and resources necessary for this transformation but the professional development and long-term support necessary to ensure that all educators, students, and parents are capable of maximizing the learning potential associated with such a project.

Discovery Education professional development is well equipped to provide the professional development necessary to make the transition from digitizing traditional learning methods to truly reimaging learning. This cannot be accomplished in four or five days of set and get workshops during the summer, but rather, will require on-going job-embedded support. In addition to the introductory digital transformation boot camp, teachers will be supported IN the classroom. From the very beginning, we are proposing a professional development model that will bring digital learning experts into the classroom to model lessons and then work with individual teachers to assist them with lesson development, best practices, and resource deployment. These personalized relationships will support each teacher as individuals, just as teachers support the individual needs of students. In addition, this model of professional develop will work to build capacity for the teachers of this school to coach and support each other beyond the grant.

In addition to transforming classroom instruction, Schuyler High School will implement Project Success. Project Success is a new system of creating expanded learning opportunities through the implementation of problem based learning. Many high school students require real-world relevance in order for content to make sense. Project Success will provide students the ability to earn credits through problem based learning projects. Teachers willing to develop and facilitate problem based content through extended contract time will be supported through DE problem-based professional development and personalize coaching.

- B.5 Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

Previous sections of this application had identified additional district supports. The district will provide support for the Schuyler Central High School's Transformational Model of Intervention through several key components. These components may include but are not limited to:

- Curriculum alignment, pacing and implementation
- Professional development
- Professional learning communities
- Teacher and leadership evaluation
- Data systems that support student learning
- Expanded learning opportunities for students and families

In addition to this school improvement grant, the district will support the efforts through district funds. The SIG project will be aligned with other district initiatives to maximize systemic processes and limited resources.

- B.6 If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.
- Some changes may require approval of the local union

Schuyler Community Schools provides support for individual school building flexibility. Decisions regarding extended learning opportunities will be at the discretion of the school with final approval by the superintendent and board of education. The district agrees to support Schuyler Central High School in the implementation of the SIG project through district policy and board action as necessary to meet all requirements of the proposal.

- B.7 Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the District will place an emphasis on building structures, systems, and processes to support reform efforts, including the creation of formal mechanisms and feedback loops to capture data from the field to inform continuous professional development and effective program implementation; shifting existing resources to support activities that have demonstrated success; and creating and sustaining strategic partnerships with community stakeholders that assist in maintaining community support and leveraging resources after the grant period ends.

The project being proposed will have maximum sustainability due to the systemic nature of the proposal. The project is based on developing systems that support continuous improvement based on data systems and instructional resources. Once the system is developed and deployed, the process will be in place to move the school forward, monitoring and adjusting practices as dictated by data.

In addition to developing these systems, the process will be highly transparent to all stakeholders. By involving parents, teachers, leadership, and the community, the needs of the school will be clearly articulated. When families and community members are involved in the decision making process, they are more likely to sustain processes they were involved in developing.

The district is committed to provide support of on-going positions that are determined to be fundamental to student and teacher success including the possibility of retaining a part-time technology integration specialist to support the digital transformation this project will embrace.

And finally, through normal attrition and retirements, the district will absorb the administrative position supported through this SIG. The position must be supported through this project in order to fully support the transformational changes being proposed.

- B.8 The District must describe its consultation, as appropriate, with relevant stakeholders regarding the District's application and implementation of the school improvement models in its Tier I and Tier II schools. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for setting rigorous goals or adopting these goals if using the variation of the Transformation model. If the district goal will be the same as the State goal, complete the district column with "Same".

Area	State Goal	District Goal
Reading	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.
Math	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.	The gains for "all students" group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be at least zero). Progress is MET if a majority of the groups demonstrate an increase.

Leading Indicators

Leading Indicator	State Goals	District Goals
AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Fewer NOT MET AYP decisions
Graduation rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
College enrollment rate (high schools only)	Measurable increase from the previous year	Measurable increase from the previous year
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy)	Measureable improvement from previous year (or baseline for initial year of grant)	Measureable improvement from previous year (or baseline for initial year of grant)
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	Measurable improvement from previous year (or baseline data for initial year of grant)

Statewide Average Change (From 2013-14 to 2014-15 AYP Data)				
	Reading		Math	
Group	Percentage	District	Percentage	District
All Students	2.15	SAME	0.71	SAME
American Indian / Alaska Native	3.22	SAME	0.13	SAME
Asian	1.72	SAME	0.88	SAME
Black or African American	4.00	SAME	2.09	SAME
English Language Learners	4.75	SAME	0.73	SAME
Hispanic	4.04	SAME	1.51	SAME
Native Hawaiian or Other Pacific Islander	5.12	SAME	-1.99	SAME
Special Education Students	3.15	SAME	0.45	SAME
Students Eligible for Free and Reduced	3.26	SAME	0.84	SAME
Two or More Races	3.91	SAME	1.91	SAME
White	1.53	SAME	0.48	SAME

- B.9 Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

The district began a SIG planning committee upon notification of the eligibility of SIG funds last year. While the application was a finalist, it was not funded. Knowing that the needs of the students and teachers at Schuyler Central High School are as relevant today as they were last year, the decision was made to make a second attempt for funding. The need is even more imperative this year due to the promotion of yet another grade from the middle school to the high school. The following people were involved in the planning process both last year and this year.

- Superintendent: Dr. Dan Hoelsing
- First year HS Principal: Stephen Grammar
- Curriculum Director: David Gibbons
- Schuyler Central High School Leadership Team (9 teachers)
- ESU Representative: Diane Wolfe
- Schuyler Community Schools Board
- Conference Calls with Representatives from Discovery Education and ESU 7
- Input from strategic planning members that included all staff/parents/community members
- Input from Schuyler Middle School Teachers involved in the current SIG

The current Schuyler High School leadership team will be the formal body set to lead the project. The leadership group will meet a minimum of once a week upon announcement of the award until full implementation begins. Meeting minutes will be posted to the school website. Upon full implementation, the LT will formally meet twice each month.

- B.10 Describe how families and community will be meaningfully engaged on an “on-going” basis for the duration of the selected intervention model beyond the planning/pre-implementation stage of the grant.

Schuyler Community Schools is involved in an extensive strategic planning process that strongly involves parents and the community. Parents and community members are invited to meetings to provide input on needs for the school. In addition to inviting parents and community members to the school, staff and administration go to the parents. We have meetings throughout the day at Cargill Meat Solutions, the largest employer in Schuyler. Also, as a Title 1 Schoolwide building, we have meetings to discuss parental involvement and the Parent Compact. We will also be reporting on grant progress in the school newsletter and have a process for parents to comment or ask questions electronically or over the phone.

- B.11 Describe how the district will implement, to the extent practicable, in accordance with its selected intervention model, one or more evidence-based strategies to improve student achievement in the selected school.

Blended learning is the combination of various instructional modalities, especially face-to-face and online (Bonk & Graham, 2006). In their study on blended

learning in Science education, Stockwell et al. (2015) demonstrated that a combination of video and online instruction with reduced lecture allowed for greater amounts of in class problem solving activities. Reducing teacher-led lecture is beneficial because lecture typically involves low-level skills on Bloom's Taxonomy while problem solving involves synthesizing and applying knowledge as students process it.

Schuyler Central High School will use blended learning and project based learning in two ways. First will be the purchase of the science and math techbooks from Discovery Education. With the techbooks, Discovery Ed built a digital textbook series from scratch for today's learners and current standards. They engage students with dynamic, multimodal content and an inquiry approach. With the students having access to the techbook and the digital streaming service on their iPads, they can access multimedia content outside of class so they can be working in class on problem solving, both individually and collaboratively. Students may also participate in project-based learning in our new Project Success courses. In these courses, students will learn standards-based materials through the completion of hands-on projects. According to Margaret Holm (2011), "Project-based learning can be described as student-centered instruction that occurs over an extended time period, during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge." (p. 1) Teachers will earn overload pay for creating projects and working on them with student in this program for one period a day. Grant funds will be used by Schuyler Central High School to provide teachers with professional development on creating and facilitating good projects and on setting up a blended classroom environment.

References

Bonk, Curtis J.; Graham, Charles R. (2006). The Handbook of Blended Learning: Global Perspectives, Local Designs; Pfeiffer, San Fransisco.

Holm, Margaret. (2011). PROJECT-BASED INSTRUCTION: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms. InSight: RIVIER ACADEMIC JOURNAL, VOLUME 7, NUMBER 2, FALL 2011

Stockwell, Brent R.; Stockwell, Melissa S.; Cenamo, Michael; Jiang, Elise. (2015). Blended Learning Improves Science Education, Volume 162, Issue 5, 27 August 2015, Pages 933–936

- B.12 Planning/pre-implementation activities/costs are allowable for this grant. Districts must identify the amount and provide a description of the use of any funds awarded under this application for planning/pre-implementation year 1 activities. The District will determine whether year 1 is a planning year or an implementation year. See page 56 of the 2015 guidance at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A budget for "Planning/Pre-Implementation Activities" is included on the budget pages.

Planning/pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) represent a meaningful change that has promise for improving student achievement from prior years and is research based, (e) represents a significant reform that goes beyond the basic educational program, and (f) meet the "supplement not supplant" requirement.

Allowable activities for planning/pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;
- Instructional Programs: provide remediation and enrichment to students through programs with evidence of raising achievement, identify and purchase instructional materials that are research-based and aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, and devising student assessments;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

Schuyler Central High School will begin implementation of the plan in year one.

PART C. LEA-LEVEL BUDGET

A LEA-level budget is needed *only* if the district is requesting funds for LEA-level support for the school(s) to assist in implementing one of the models as identified in question B.1. above. LEA-level costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be LEA-level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the planning/ pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of planning/ pre-implementation costs included in LEA-level budgets.

The LEA is not requesting any funds. All funds will be expended at the school building level.

- C.2. The District may choose to complete the optional LEA-level Budget for District-level support among all Tier I, Tier II, and Tier III schools receiving a School Improvement Grant. If a District is submitting an application for only one building, costs for LEA-level activities designed to support implementation of the selected school intervention model in a Tier I, Tier II or Tier III school *may* be included in the budget for the building. The link to the Budget Form is:
http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

The EXCEL Spreadsheet contains all budget pages, from three to five years, including a summary budget for the entire application. Appendix C contains a sample budget page for the LEA.

NOTE: NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

PART D. ASSURANCES

By submitting this application, the District assures it will do the following (Double-click the box and select "Checked."):

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ (3) Ensure that each Tier I, Tier II and Tier III school that it commits to serve receives all of the State and local funds it would receive in the absence of school improvement grant funds and that those resources are aligned with the interventions;
- ☒ (4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (5) If it implements an evidence-based, whole school reform model in one or more eligible schools, implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served and partner with a whole-school reform model developer;
- ☒ (6) For an LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA that chooses to modify one element of the turnaround or transformation model under the rural flexibility offered in section I.B.6, meet the intent and purpose of that element;
- ☒ (7) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG applications, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (8) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (9) Report to the NDE the school-level data required under section III of the final requirements.

PART E. WAIVERS

Check each waiver that the district will implement. (Double-click the box and select "Checked.")

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools that fully implement a SIG model beginning in the 2015-2016 school year.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2. SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and budget forms are designed to be utilized for all approved models. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the schools Needs Improvement plan. These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager (IPM). The IPM will have, at a minimum, a current Nebraska teaching certificate. The position will be at the school level. The Intervention Project Manager (IPM) must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the six intervention models and is on NDE's Title I-A school improvement homepage at: http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and Improvement Plans included in the NCLB Consolidated application, if available.

Student Achievement and Leading Indicators

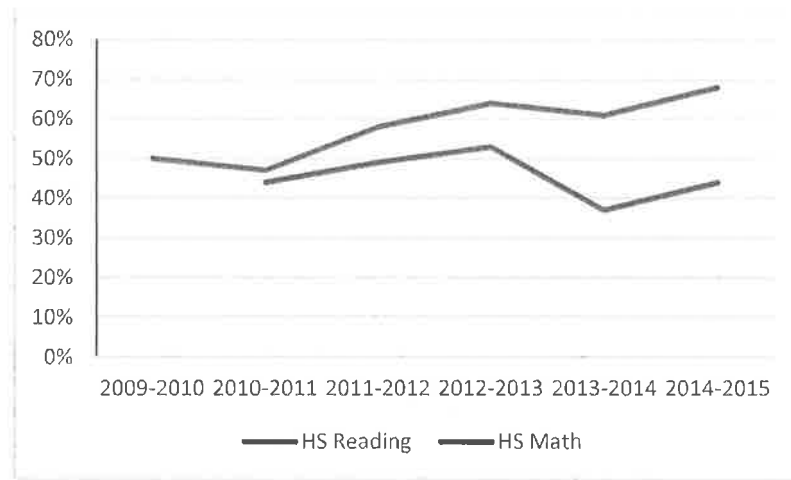
This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

Complete the table below using 2014-15 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	
(2) Graduation rate (AYP graduation rate for high schools only)	
(3) College enrollment rate (high schools only)	
Leading Indicators	
(4) Number of minutes within the school year	
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	
(6) Dropout rate (total for high schools only)	
(7) Student attendance rate	
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

An analysis of Schuyler Central High School's NeSA data indicates that student achievement falls well below the state average in all four core tested areas. In particular, there was an actual decrease in achievement in both reading and math between 2012-2013 and 2013 -2014 testing, with a slight increase in 2014-2015.



In addition to reading and math, both writing and science achievement data indicate that Schuyler Central High School students are achieving far below the state average. In addition, there has been little to no progress made in decreasing the achievement gap between students at Schuyler Central High School and the state average. In fact, between the years of 2012-13 and 2013-14, there was a significant increase in the achievement gap in math.

Year	HS Reading	State Reading	HS Math	State Math	HS Science	State Science	HS Writing	State Writing
2009-2010	50%	69%						
2010-2011	47%	72%	44%	63%				
2011-2012	58%	74%	49%	67%	58%	67%		
2012-2013	64%	77%	53%	69%	62%	70%	59%	68%
2013-2014	61%	77%	37%	71%	63%	72%	N/A	N/A
2014-2015	68%	80%	44%	72%	54%	72%	63%	72%

High School Differences	Reading	Math	Science	Writing
2009-2010	19%	N/A	N/A	N/A
2010-2011	25%	19%	N/A	N/A
2011-2012	16%	18%	9%	N/A

2012-2013	13%	16%	8%	9%
2013-2014	16%	34%	9%	N/A
2014-2015	12%	28%	18%	9%

There are several factors that play a role in student performance. Any given factor has the ability to positively or negatively impact student achievement and most likely, the combination of several factors make it difficult to specifically identify which strategy, resource, or practice makes the difference between success and failure of any given student. There are so many variables involved that the process of transforming this building will require the assistance of several providers, resources, interventions, and processes that individually, have the potential to improve student outcomes. Working together, however, they will create an entire system that will propel this building forward.

This project will work to improve student achievement in all core academic areas through highly engaging personalized learning formats aligned to robust standards-based curriculum and digital resources.

The first step in the process will be to work to identify the root causes of student underperformance. Following the first three phases of the improvement process, the educators of SHS will work during the spring of 2016 to begin specific interventions as identified during the process.

Schuyler Central High School educators know that at the base of all great systems there are highly trained and effective teachers, quality curriculum and content, and engaging instruction. With support of ESU 7 and Discovery Education, SCHS educators will begin the work of aligning all of these aspects of quality education.

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

In the past, Schuyler Central High School has done little outside of the normal school day to support students and families. In the past three years, however, a family resource center has been established at SMS. This resource center is operated through district funds and community donations. The center provides translation services, ELL instruction for adults, and community education including cooking classes, income tax assistance, GED classes, Tai Chi, and computer classes.

In addition to the family and community support, the district provides some limited summer school programming. Summer school for credit recovery is held each summer. As part of the ESU #7 migrant cooperative, migrant students are offered some summer programming.

After-school tutoring and homework help are provided through district in a location called The Achievement Center. Students will be allowed to access the Achievement Center during study hall or through a teacher or guidance referral. The center will be open before and after school as well as the school day and will be open to any and all students seeking additional supports including homework help, interventions, tutoring, and access to on-line tutorials or content.

SCHS provides several extra-curricular activities for students including athletics, speech and drama, one-act plays, Family and Consumer Science Club.

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

Schuyler Central High School reports 40.02 FTE for the 2014-15 school year. Of those reported, 23 have master's degrees. This is slightly higher than state average.

	Total	Percentage with Master's Degrees
State	22,702.27	52.16%
District	136.66	39.13%
Schuyler High School	40.02	52.27%

The average years of service for SCHSS teachers is 13.93 years, which is slightly lower than the state average of 14.34.

Data from the strategic planning process indicates that the SCHS teachers are extremely concerned about the use of technology in the classroom. While the district adopted a 1:1 I-pad initiative for grades 9-12, little teacher training and support has been provided at the high school. The strategic planning data reveals that the top three areas of concern for SCHS teachers are:

- Provide training and support for staff, students and parents to acquire the skills necessary to effectively use technology to improve learning.
- Provide a well-rounded curriculum that promotes critical thinking skills, creativity, and 21st century skills.
- Provide a strong vocational program at the middle and high school levels to build job skills and prepare students for post-secondary education and/or the workforce.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

Following the September 2012 AdvancED visitation, the district began work on several instructional practices based on the results of the external visitation report. Beginning in the fall of 2013, the district's calendar reflected a Friday early dismissal to support curriculum work and professional learning communities (PLC). Based on the work of Rick DuFour, the staff of SMS has been conducting PLCs. In addition to PLC work, the staff has received professional development on Marzano's Reflective Teaching strategies. This work will continue at the district level. The SIG grant, however, will build on these processes.

In addition to the district level work, SCHS teachers also began work on a new teacher evaluation system and the development of teacher coaches during the 2014-15 school year. Both interventions will follow the Marzano format of quality instruction.

Teachers will also begin the work to improve the school's curriculum and resources. Currently, individual technology devices are available to students in grades 9-12. Teachers need continued support to fully implement a personalized learning format for students that matches student needs with digital resources and highly engaged learning formats. Currently, many teachers feel the devices are more of a distraction to learning as opposed to the tool that they are. Discovery Education will lead two major components of this process. First, teachers will be provided several levels of professional development in technology tool usage. During the fall of 2016, teachers will attend three full day workshops where they will receive individual and group instruction in how to utilize the technology tools in their classrooms.

Secondly, beginning in the fall of 2016, the school will implement Project Success. Project Success is a new system of creating expanded learning opportunities through the implementation of problem based learning. Many high school students require real-world relevance in order for content to make sense. Project Success will provide students the ability to earn credits through problem based learning projects. Teachers willing to develop and facilitate problem based content through extended contract time will be supported through DE problem-based professional development and personalize coaching.

Next, professional development for using digital tools will continue through in-classroom support from Discovery distinguished educator leaders. These leaders will work individually with each teacher to model classroom lessons, support the planning and lesson development process, and provide feedback for lessons. This one-on-one coaching-modeling will mirror the Marzano teacher-leader and coaching work being done at the same time.

ESU 7 and the leadership team will help facilitate all intervention processes to ensure that all systems are working towards the identified outcomes in systemic fashion and not as isolated pockets of haphazard and random strategies. A key component of this process is the on-going and continued reflection of student data, teacher input, community involvement and professional guidance.

- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

The district adopted a formal and comprehensive accreditation and school improvement policy handbook at the January 14, 2013 school board meeting. The policy outlines the district's capacity for continuous improvement based on the recommendations of the September 2012 AdvancED external review. The beginning stages of this process are proof of the commitment to continuous improvement that is necessary to accomplish a comprehensive project like this school improvement grant. The plan calls for the following:

- Development of a district steering committee
- Committee meets monthly
- Committee coordinates activities
- Posting of Improvement process to district website.
- Collection and analysis of district, school, and student data
- Development of goals

It is clear that SCS is committed to move from plans to systemic actions. According to Lee Jenkins, there are four components to systems thinking; appreciation for a system, knowledge about variation, theory of knowledge, and psychology. As educators, it is imperative that systems are developed and supported that best fit the needs of all stakeholders. It is through these systems that educators will be able to identify variations and then use knowledge and psychology to address the variations. The district has clearly begun the work of systems thinking, is in the capacity building stages, and ready to take the process to the next level. The high level of leadership from the administration and board provides that support necessary to support this process.

Previous sections of this application have already outlined several of the processes that have been identified to support this SIG. They include but are not limited to:

- Professional development activities during the school year to support SIG activities/work
- In-class professional development and coaching from outside providers
- Hiring of new school principal at the beginning of the 2014-2015 school year
- Instructional coaching model to support in-house support/coaching
- Parent involvement activities/supports
- On-going data analysis/goal setting through a formalized process

Because of the extensive work being done with the improvement process, all school systems and resources will be examined in systematic process. This will ensure an alignment of all school resources and processes to ensure a truly systemic approach to school transformation. Included in the examination will be a study of AdvancED, Rule 10, Title 1, Accountability grants, Migrant Education programing, and district policies.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

The district began a SIG planning committee upon notification of the eligibility of SIG funds last year. While the application was a finalist, it was not funded. Knowing that the needs of the students and teachers at Schuyler Central High School are as relevant today as they were last year, the decision was made to make a second attempt for funding. In fact, the need is even more imperative this year due to the promotion of yet another grade from the middle school to the high school. The following people were involved in the planning process both last year and this year.

- Superintendent: Dr. Dan Hoelsing
- First year HS Principal: Stephen Grammar
- Curriculum Director: David Gibbons
- Schuyler Central High School Leadership Team (9 teachers)
- ESU Representative: Diane Wolfe
- Schuyler Community Schools Board
- Conference Calls with Representatives from Discovery Education and ESU 7
- Input from strategic planning members that included all staff/parents/community members
- Input from Schuyler Middle School Teachers involved in the current SIG

The current Schuyler High School leadership team will be the formal body set to lead the project. The leadership group will meet a minimum of once a week upon announcement of the

award until full implementation begins. Meeting minutes will be posted to the school website. Upon full implementation, the LT will formally meet twice each month.

A.2. Action Plans

Action Plans for Tier I and Tier II Schools

When the analysis of need is completed, the school must select one of the six intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, for three of the potential five years of the grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the six models provided below.

Rural Flexibility

An LEA eligible for services under subpart 1 or 2 of part B of title VI of the ESEA (rural LEA) may choose to modify one element of the turnaround or transformation model so long as the modification still results in the LEA's meeting the intent and purpose of the original element. For example, if a rural LEA applying to implement a turnaround model seeks to modify the element of the model that requires the LEA to replace the principal, the LEA must demonstrate in its application how it will ensure strong leadership in the school. The LEA could do this by demonstrating to the SEA that the current principal has a track record in improving student achievement and has the experience and skills needed to implement the intervention.

Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity within the last two years, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

Action Plans are to cover the three to five-year period that the School Improvement Grant is available. Optional Planning/ Pre-Implementation activities should be included in the Action Plans, if applicable, and would be included in the Year-1 budget. The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The five-year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire five years, of which three years of full implementation of the chosen model is required. However, it is expected that schools will begin meeting the requirements as

soon as possible. The Action Plans must indicate that the school will be able to implement the intervention model in the first or second year and to fully implement the chosen model the three years.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three to five years or whatever is the duration of the grant. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

Planning/Pre-Implementation Action Plan 1 Transformation Intervention Model Planning/Pre-Implementation Activities are Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures.	
Activity	Begin the improvement process with ESU 7
Key steps	<ol style="list-style-type: none"> 1. Coordinate with ESU 7 to facilitate improvement process. 2. Meet with leadership team to develop timeline and meeting dates for the year. 3. Conduct student, parent, and teacher surveys 4. Begin data analysis with ESU 7
Start Date	September 1, 2016
Full implementation date	December 31, 2016
Person(s) responsible	Project Director/HS Principal
Monitor and evaluate	Follow the improvement process. Project Director and ESU 7 will work with leadership team to create timeline for each step. Adjust meetings and time line as progress is made.
Cost (Year 1)	\$0

Planning/Pre-Implementation Action Plan 2 Transformation Intervention Model (Add Additional Lines as Needed)	
Activity	Provide access to Discovery Education Streaming Media and provide professional development on the use of the system.
Key steps	<ol style="list-style-type: none"> 1. Contract with Discovery Education for access to Streaming Plus, Math Tech Book, and Science Tech Book 2. Contract with Discovery Education professional development. 3. Schedule DE professional development days.
Start Date	September 1, 2016
Full implementation date	May 15, 2016
Person(s) responsible	HS Principal, technology director
Monitor and evaluate	<ol style="list-style-type: none"> 1. Monitor teacher usage monthly Pre and post PD evaluations
Cost (Year 1)	\$244,060

Action Plan Transformation Intervention Model - 1

Requirement (1A): Developing and increasing teacher and school leader effectiveness
(A) Replace the principal who led the school prior to commencement of the transformation model
NOTE: This requirement is an option for Tier III schools.

Activity	Hiring a new High School Principal is not necessary. He is in his first year as principal at SCHS.
Key steps	Position has already been filled.
Start Date	July 1, 2016
Full implementation date	July 1, 2016
Person(s) responsible	School Superintendent
Monitor and evaluate	Annual performance evaluation by School Superintendent and Board
Cost for three years	\$0.00

Action Plan Transformation Intervention Model - 2

Requirement (1B): Developing and increasing teacher and school leader effectiveness
(B) Implement rigorous, transparent, and equitable evaluation systems for teachers and principals, designed and developed with teacher and principal involvement that-

- (1) Will be used for continual improvement of instruction;
- (2) Meaningfully differentiate performance using at least three performance levels;
- (3) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
- (4) Evaluate teachers and principals on a regular basis;
- (5) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- (6) Will be used to inform personnel decisions

Activity	Fully Adopt New District Evaluation Model (Based on Marzano design) began as a district in the fall of 2015.
Key steps	Training on iObservation for Teachers
Start Date	Fall 2015
Full implementation date	Spring 2017
Person(s) responsible	School principal, District curriculum director
Monitor and evaluate	Annual teacher evaluation conferences and feedback from staff
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 3

Requirement (1C): Developing and increasing teacher and school leader effectiveness
(C) Use the teacher and principal evaluation and support system described above to Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so
NOTE: This requirement is an option for Tier III schools.

Activity	1. All instructional staff that succeeds in increasing student achievement in the course of the 2017-2018, 2018-2019, 2019-2020, 2020-2021 school years as measured by the state NeSA scores will be compensated with an equal portion of a total pool of a \$4000 yearly stipend. School average meeting or exceeding the target goal on the reading
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	<p>and/or math NeSA assessment will equate to \$8000 (\$4,000 for reading and \$4,000 for math) divided equally between staff members. Example – if the school’s target goal for reading is 80% of the student body will score an 80% or higher on the NeSA reading and/or math assessment then if this target was met, the entire staff would receive their portion of the stipend.</p> <p>Reading and Math will be calculated separately. If the school meets their goal in math but not reading then they will receive 1/2 of the \$8000 and vice versa. In order to receive the entire amount, they will need to meet or exceed their goal (established by the collaborative team) in both Reading and Math.</p> <p>2. It will be up to the project director to ensure that all staff is completing the necessary work correctly, on time, and being in attendance at meetings. They will also be in charge of ensuring that goals are being met or that progress is being made towards goals. A recommendation of the Project Director with confirmation by the school Principal for staff members not participating in SIG activities may result in a staff member being disqualified from sharing in the yearly stipend, receive a formal written reprimand, and/or placed on a formal improvement plan.</p>
Key steps	<ol style="list-style-type: none"> 1. Develop specific reading and math achievement score targets each year. 2. Develop stipend pay policy. 3. Have stipend pay policy approved by the teacher’s association and school board. 4. Have extra duty pay policy approved by the teacher’s association and school board.
Start Date	September 2017
Full implementation date	August 2018
Person(s) responsible	Leadership team, teacher association, school superintendent, school board
Monitor and evaluate	The process will be monitored and evaluated by the SIG leadership team
Cost for duration of grant	\$40,000

Action Plan Transformation Intervention Model - 4

Requirement (1D): Developing and increasing teacher and school leader effectiveness

(D) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system, if applicable.

Activity	Provide staff development for engaging technology-rich instruction.
Key steps	Provide staff development for technology-rich instruction <ul style="list-style-type: none"> • Contract with Discovery Education • Provide fall 2016 technology workshops • Deploy in-classroom mentoring/coaching from Discovery educators
Start Date	September 2016
Full implementation date	January 2017
Person(s) responsible	Project Director/HS principal
Monitor and evaluate	Discovery Ed usage reports, teacher-student surveys
Cost for duration of grant	\$719,500

Action Plan Transformation Intervention Model - 5

Requirement (2A): Comprehensive instructional reform strategies:

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

Activity	<ol style="list-style-type: none"> 1. Adopt digital resources necessary to support on-line digital conversion and content delivery. 2. Create problem based learning opportunities for credit. 3. Implement ACT test preparation to improve student involvement and achievement with the ACT
Key steps	<ol style="list-style-type: none"> 1. Adopt digital resources necessary to support on-line digital conversion and content delivery. <ul style="list-style-type: none"> • Contract with Discovery for on-line content • Develop schedule for work • Identify teachers for each curriculum content area • Train teachers in use of content • Implement new resources with instruction 2. Create problem based learning opportunities for credit. <ul style="list-style-type: none"> • Identify and develop teachers interested in teaching problem based course. • Provide extra-duty compensation for teachers teaching problem based courses during plan times and extended day. 3. Improve ACT test preparation for all students <ul style="list-style-type: none"> • Contract with John Baylor Test Prep for support • Include JBTP instruction in relevant content areas • Deliver additional JBTP opportunities through the Achievement Center and extended learning.

Start Date	Fall 2016
Full implementation date	Spring 2017
Person(s) responsible	Project Director, HS principal superintendent
Monitor and evaluate	Discovery Ed usage reports, teacher-student surveys, credit attainment of students.
Cost for duration of grant	\$400,250

Action Plan Transformation Intervention Model - 6	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	Data Driven Improvement Process
Key steps	Implement Data Driven Improvement Process <ul style="list-style-type: none"> • Work with ESU 7 to outline process • Engage leadership team • Schedule work • Begin process in Fall of 2016 • Continue process through on-site work and weekly video-conferencing with teachers/leaders during the year.
Start Date	September 2016
Full implementation date	September 2017
Person(s) responsible	Project Director, SIG leadership group, superintendent
Monitor and evaluate	State SIG evaluation and monitoring, board reports,
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 7

Requirement (2C): Comprehensive Instructional reform strategies

(C) Provide staff ongoing, high-quality, job-embedded professional development (for example, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies

Activity	Adopt engaging technology-rich instruction.
Key steps	Provide staff development for technology-rich instruction <ul style="list-style-type: none"> • Contract with Discovery Education • Provide fall 2016 technology workshops • Deploy in-classroom mentoring/coaching from Discovery educators
Start Date	Fall 2016
Full implementation date	Spring 2017
Person(s) responsible	Project Director/HS principal
Monitor and evaluate	Discovery Ed usage reports, teacher-student surveys
Cost for duration of grant	\$719,500 (Duplicate from 1D)

Action Plan Transformation Intervention Model - 8

Requirement(3A): Increasing learning time and creating community-oriented schools

(A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)

Activity	Develop Project Success problem based learning credits and create Achievement Center.
Key steps	<ul style="list-style-type: none"> • Increase course offerings through problem based credits during extended school times before and after school as well as teacher planning time. • Increase access to more dual credit course work • Provide access to on-line course offerings through the Achievement Center.
Start Date	Fall 2016
Full implementation date	Fall 2016
Person(s) responsible	HS Principal, HS Guidance Counselor, Tech support personnel
Monitor and evaluate	Monitor usage by students and teachers.
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 9

Requirement(3B): Increasing learning time and creating community-oriented schools

(B) Provide ongoing mechanisms for family and community engagement

Activity	Continue Strategic Planning Process – Utilize stake holder surveys in improvement process
Key steps	<ul style="list-style-type: none"> • Annual survey with stake holders • Annual community forums as part of the formal strategic planning process
Start Date	Fall 2014
Full implementation date	Fall 2014
Person(s) responsible	District Leadership

Monitor and evaluate	Annual report to School Board
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 10	
Requirement(4A): Providing operational flexibility and sustained support	
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Provide early dismissal PD time each week
Key steps	Board approval of early dismissal PD time each week (Began with 2014-15 school year)
Start Date	Fall 2014
Full implementation date	Fall 2014
Person(s) responsible	Superintendent, HS Principal, School Board
Monitor and evaluate	School calendar, work schedules, PD session schedule
Cost for duration of grant	\$0

Action Plan Transformation Intervention Model - 11	
Requirement(4B): Providing operational flexibility and sustained support	
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	Work with ESU 7
Key steps	<ul style="list-style-type: none"> • Work with ESU 7 to provide leadership and coaching for administrators, teachers, staff, and community for school transformation. • ESU 7 will work with the SIG leadership team and school administration to develop key timelines, strategies, and work agendas to lead the transformation process.
Start Date	April 2014
Full implementation date	September 2013
Person(s) responsible	School superintendent, SIG leadership team, school board
Monitor and evaluate	Leadership team will prepare a yearly review and present findings to board of education, state SIG leaders, and building staff
Cost for duration of grant	\$0

List staff positions below that are anticipated to be paid with SIG funds to support the Transformation Intervention Model. (Add more lines if needed) Project director will be re-assigned from current duties to lead the project at .10 FT. The .10 will be paid with SIG funds. The district will provide all salary for the implementation of this Project.
List the Name of the Evidence-Based Whole-School Reform Model Chosen: N/A

A.3 Additional School Information

a – Percent Low Income reported on the NCLB Consolidated Application for this building for the 2015-2016 school year	
b – Total number of reading subgroups not making adequate yearly progress for the 2014-2015 school year	
c – Total number of math subgroups not making adequate yearly progress for the 2014-2015 school year	

PART B. BUDGETS

Budget forms have been designed to assist Tier I, Tier II, and Tier III schools in budgeting for each of the three to five years of funds availability. Total amounts for each object code are calculated for each year and also transferred automatically to the total grant Summary Budget and District Summary Budget form.

NOTE: When budgeting for the three to five-year period, NDE would expect to see the budgets decrease each year, excluding year 1 if it is a planning year. Keep this in mind when planning for sustainability after the grant period comes to an end.

Budget forms are found in a separate EXCEL file at:

http://www.education.ne.gov/federalprograms/Title_1_Part_A_SIG.html

Appendices (Included as a Separate Documents)

- **Appendix A: NDE Persistently Lowest Achieving Schools (PLAS) Selection Process**
- **Appendix B: Reviewers Rating Rubric and Checklist**
- **Appendix C: Budget Pages**

SCHOOL IMPROVEMENT GRANT APPLICATION BUDGET

District Name:	Schuyler Community Schools
NDE County District No:	19-0123
School Name:	Schuyler Central High School
NDE School ID:	19-0123-001

SIG Model Selected for this School

Mark selected model with an "X" below

TURNAROUND MODEL	
RESTART MODEL	
SCHOOL CLOSURE	
TRANSFORMATION MODEL	X
EARLY LEARNING MODEL	
EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Must select from one of the USDE approved models) List Model chosen on line below.	

An LEA must include a budget that indicates the amount of School Improvement Grant (SIG) funds it will use each year in each Tier I, Tier II, and Tier III school it commits to serve. The LEA *may* use one year of funding for planning and other pre-implementation activities; *must* use at least three years for full implementation of the selected intervention; and *may* use up to two years for activities related to sustaining reforms following at least three years of full intervention implementation. The LEA will need to complete a separate budget for each building. Please complete the yearly budgets below for the school listed above. **BUDGET MUST SUPPORT ACTION PLANS INCLUDED IN THE APPLICATION.**

NDE would expect to see the budgets decrease each year, excluding the optional planning year. Keep this in mind when planning for sustainability after the grant comes to an end.

Year 1 Budget (2016-17)

Indicate Year 1 Activities by marking an "X" below

Planning and/or Pre-Implementation Activities	
Full Implementation	X

Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
100 Project Success Teachers - Extra Duty Pay 10 Teachers per year	10.00	6,500.00	\$65,000
Salaries Project Director	0.10	92,000.00	\$9,200
Subs for Problem Based Training 10 subs for 6 sessions/year @ \$110/	10.00	660.00	\$6,600
			\$0
			\$0

NDE County District No: 19-0123

School Name: Schuyler Central High School

NDE School ID:

[illegible]

NDE County District No:

School Name: Schuyler Central High School

19-0123-001

Indirect Costs	(Reasonable and Necessary to Support the Purposes of this Grant)	\$25,989
Year 1 Budget Total		\$365,790

Indicate Year 2 Activities by marking an "X" below

X

Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
Project Success Teachers - Extra Duty Pay 10 Teachers per year	10.00	6,500.00	\$65,000
Project Director	0.10	94,000.00	\$9,400
Incentive Pay - Increase in Math and Reading Scores	2.00	4,000.00	\$8,000
			\$0
			\$0
			\$0

NDE County District No: 19-0123

School Name: Schuyler Central High School

NDE School ID: 19-0123-001

[illegible]

NDE County District No: 19-0123

School Name:	Schuyler Central High School
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19-0123	
Schuyler Central High School	

19-0123-001

[illegible]

District Name: Schuyler Community Schools
NDE County District No: 19-0123
School Name: Schuyler Central High School
NDE School ID: 19-0123-001

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(Optional) Year 4 Budget (2019-20)

Indicate Year 4
 Activities by marking
 an "X" below

Full Implementation	*
Sustaining Reforms	X

Handwritten: Randy, used fed a

100 Salaries	Brief Description (i.e. Name or Job Title)	Total FTE Paid by Grant	Amount / Cost	Total for Row
	Project Success Teachers - Extra Duty Pay 10 Teachers per year	10.00	6,500.00	\$65,000
	Project Director	0.10	98,000.00	\$9,800
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0

NDE County District No: 19-0123

School Name: Schuyler Central High School

NDE School ID: 19-0123-001

[illegible]

NDE County District: No: 19-0123

School Name: Schuyler Central High School

NDE School ID: 19-0123-001

[illegible]

NDE County District No: 19-0123

NDE County District No: 19-0123

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[illegible]

